**PROFESSIONAL DEVELOPMENT TOOLKIT
FOR NEW AND BEGINNING TEACHERS**

ADMINISTRATION AND SUPERVISION

SEGMENT #1: UNDERSTANDING JOB EXPECTATIONS

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The Commonwealth Educational Policy Institute

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Professional Development Toolkit for
New and Beginning Teachers

The PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS is a research-based video streamed program with accompanying resource documents. The program is an outgrowth of a previous Commonwealth Educational Policy Institute (CEPI) online mentoring study at Virginia Commonwealth University. The findings of the online mentoring study revealed twelve topics new and beginning teachers felt additional university training would have led them to more effective use of best practices in the classroom. In this program, each of the twelve topics is presented in two to six stand alone video segments. The total number of segments is forty five. Suggested uses, in addition to personal viewing by K-12 teachers for self improvement, include professional development, mentor and mentee, university prospective teacher, and small or large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching and/or educational policy development.

The teachers in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent all disciplines in K-12 grades.

Resource documents for the programs are provided as PDF files to facilitate the use of the 45 video segments. The first set of documents is composed of: (1) a description of the project, (2) an introduction to program facilitators, including a definition of each topic, and a list of the video segments, and (3) a research formative study summary that helped to guide the project's development. The second set of documents is composed of: (1) a description of the project, (2) a full text transcript for each video segment, (3) a set of problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript. Many of the organizations and agencies referenced in the transcripts are actively involved in the development of video and professional development presentations that support policy and advocacy.

Every reasonable effort is made to present current and accurate information. Internet content, however, does appear, disappear and change over time. CEPI, as a university-based educational policy research institute endorses no specific position of any listed group.

ADMINISTRATION AND SUPERVISION

SEGMENT #1: UNDERSTANDING JOB EXPECTATIONS

📂 VIDEO SEGMENT TRANSCRIPT

Administration and Supervision: A perspective on the role of a teacher, principal, supervisor, and the state in a school assessment program.

Facilitator: Dr. Christopher Corallo, Director of Staff Development
Henrico County Public Schools

AUDIO	VIDEO
Reflective thinking is beginning to receive more attention in teacher growth and evaluation processes. Evaluations based primarily on the use of factors such as student test scores, performance pay, and year-end observation are being retrofitted in favor of those that actively involve the teacher in reflection on his or her job performance and subsequent professional development. Many now believe that teacher involvement in evaluations contribute to a reduction in feelings of inadequacy frequently linked to job security and satisfaction. As a result there is an increase in teacher retention and an improvement in classroom performance. My name is Christopher Corallo and I represent the Commonwealth Educational Policy Institute at Virginia Commonwealth University. Today I would like to share a brief review of a reflective approach to evaluation and supervision of instruction. In this segment we will specifically address the communication of professional expectations. In spite of this recent awareness of the reflective process, many school districts still operate under a more traditional evaluation model. The more traditional models typically view the evaluator as expert with responsibility for judging the individual teacher's job performance based on a series of observations of the teacher's classroom lessons. These evaluations often include perceptions about the teacher's performance in professional duties, including interaction with parents, relationships with other teachers, attendance and other such job performance indicators. The new, more reflective evaluation processes place the evaluator in the role of facilitator of teacher professional growth. Their goal is to help the teacher evaluate his or her own performance and assist in the development of a plan for improvement and growth. Whether a school district is using a more traditional evaluation model or one that puts the teacher's reflection on practice at the center of the evaluation process, both should be built on some clearly articulated expectations for job performance. Let's hear some of our teachers discuss how they ensure they know what is expected of them.	DR. CORALLO

My name is Michael Barlow. I'm a fourth year teacher and I teach Health and PE at a middle school. At our school, expectations are covered in the beginning of the school year by the administration in one of the meetings prior to the start of the school year. We are also given a handbook that includes a professional qualities and responsibilities document that covers every topic. Our administrators have been very thorough in explaining what the expectations are, both in and out of the classroom. In addition to the beginning of the year overview, if we have questions about any thing, we can ask.	MICHAEL BARLOW
I'm Dwight Van Rossum and this is my fourth year teaching first grade. Our division has a required document that we all sign that outlines the minimum expectations. This is a guide for helping me set expectations for myself. If there is something I know I need to do or that I want to know more about, and I have confidence in my abilities, then I naturally expect myself to get it done. I do not question myself. Most of the time when someone requests something of me or expects me to do something I am able to follow through. However, there are times when I do not feel as confident in my abilities to meet or exceed my supervisor's expectations. That is when I ask for clarity. Perhaps I may also ask for additional directions to be sure I know what is expected of me so that I can meet, or better yet, exceed their expectations.	DWIGHT VAN ROSSUM
We heard from Michael that administrators take an active role in the preliminary communication and continued clarification of expectations. In the facilitative model, this is the beginning of the process. As Dwight explains, these minimum standards set the stage for self-reflection and the development of a personalized professional growth plan. It is important to fully understand what is expected of you as a teacher and what you will be evaluated on. If it is not clear to you, be sure to ask your supervisor. What steps do you take to ensure you know what is expected of you?	DR.CORALLO

📁 PROBLEMS AND SOLUTIONS

Ask yourself: What parts of your school day are most productive? Why? What parts of your day are least productive? How could you make the less beneficial times better for students and yourself?

Suggested use for this module:

1. Analyze:

Please select one of the scenarios below and problem-solve a list of possible solutions. Record your ideas in the space provided. Discuss these ideas with your other educators (mentor, colleagues, or other beginning teachers).

2. View:

Watch the corresponding video on this topic. How does this information change your ideas?

3. Compare:

Revisit the scenario selected. Next, review the section entitled, "Possible Solutions" comparing the ideas listed with your own list.

4. Reflect:

How will you apply this new information to your current or future classroom? What goal will you set to help you begin to change your practices? What support is needed to help you accomplish this goal?

5. Apply:

List the first step towards change below. Create a timeline for success and place deadlines in your personal planner as a reminder. How will you know when you have met your goals?

Scenarios 1 & 2: Administration and Supervision

Scenario 1:
Julie just moved to a new school and is struggling to manage childcare for her two-small children along with all of the responsibilities of her middle school teaching job. She has been assigned to teach 8th grade math classes. Her colleagues meet on Tuesday nights to plan together. The meeting lasts until late into the evening. It seems that she is always playing catch-up trying to find the materials needed for her lessons. She often feels lost and confused by all of her responsibilities but fears telling her teammates how she really feels because she doesn't want to seem unprepared. The marathon meetings are another concern for her. Julie doesn't want to offend her new teammates, but is worried about the time away from her little ones and the cost of unexpected daycare fees.

Scenario 2:

Damon can't wait for Thanksgiving Break to have a few days to unwind from his daunting teaching load. He is teaching 5th grade at an elementary school in the Tidewater area. As the school day is about to begin, Damon bumps into a parent volunteer who is arriving to help in his classroom. He was just on his way to cover morning hallway duty. He searches through the piles of papers on his desk to find a task for the volunteer to complete with no luck. He must leave for his duty right away. What should he do?

Circle the scenario that you selected below:

Scenario 1   **Scenario 2**

Record a list of your own possible reactions/ solutions here:

Summary & Goal Setting:

POSSIBLE SOLUTIONS

Organization and time-savers will help you better manage administrative tasks, thus leading to more time to develop your instructional activities. The suggestions listed below are intended to be very practical solutions for managing everyday tasks. Talk with your mentor or colleagues to share other time-saving suggestions.

Management of Materials

Clipboards

Clipboards seem like an unusual solution for busy teachers. However, they easily stack into a small space and keep items secure and handy. Another benefit is that they are highly mobile. Different color clipboards, folders, or notebooks will help you to quickly identify the materials needed during teaching. Consider keeping the following items on clipboards at your desk:

1. current lesson plans

2. roster of student names on a checklist

3. future planning sheet

Some teachers select a consistent color for each class section or subject area. For example, third-period materials are kept in red pocket folders or notebooks. This helps to keep graded work separated and provides an easy visual when taking items home to work on in the evenings.

Photocopy Box
Create a box which is kept in an easy to get to location near your small group table or desk. Use the photocopy box when you are planning or when you need to copy or document student work. Any time that you come across something beneficial to copy, simply place it in this box. This way, your papers to be copied will not become buried on your desk and you are planning ahead for the materials you will need for conferences or future instruction.

Technology
Create a computer file marked 'masters' and keep this on the desktop of your computer. Anytime you create a newsletter, letter home, form, or committee report, place it in a folder in this location. Teachers often reinvent materials in the future. In the scenarios above, both teachers feel overwhelmed by all of their responsibilities as a beginning teacher. Templates from previous newsletters or volunteer visits could really assist these teachers while generating ideas for future activities.

Home Materials
Create a location by the classroom door where anything that needs to be sent home can be stored. As reminders are placed in your mailbox, drop them into this box to be sent home at the end of the day. Prior to dismissal, always check this space for any items to be distributed to go home. You may also want to place a small dry erase board (with a marker attached) in this box. This dry erase board is helpful for bus changes, early dismissal notes, and absentee work reminders. Once the day is over, the board can be quickly erased for the next school day.

Managing Responsibilities

Teacher Bulletin Board
Keep a medium-sized bulletin board next to your desk with forms you use often placed on it. These are forms that are for the teacher's use only. This board will hold reminders, schedules, notices, school calendars, and other crucial school information.

Student Information
Create index cards for each class that you teach. Every student should have a card which contains student database information such as address, contact phone numbers, family members, allergy information, birthday, and/or email contact information. Use the front of the card when you need to make a call home or send a good-news gram home to quickly gather the necessary numbers. Use the back of the card for listing critical student information such as notes sent-home, absences, tardiness, or parent calls. Some experienced teachers keep a copy of emergency cards as they are collected at the start of the year. Be certain to keep this information secure and confidential in a locked location. Shred or discard following the appropriate policies once each school year is complete.

Become Portable
You've got wheels! For materials which need to be taken home each evening, purchase a crate or small rolling suitcase on wheels. This rolling storage space can hold your laptop, student papers, grade book and/or planning materials. Hauling materials this way helps to keep you organized and facilitates a central location

to place items that you will need for the next day. Just remember to unpack unnecessary materials so that you do not create an unmanageable pile of clutter!

Meetings
Suggest to your teammates that you create a quick agenda at the start of each meeting which contains the key items that you must accomplish that day. Designate one member of the group to be the timekeeper and make agree that each meeting will end on-time. Also, be realistic. If you never finish on-time and always ended staying an extra hour, schedule your meeting for a longer time-period or divide the business and meet twice to accomplish your goals.

Agenda/ Planner
No matter your personal preference (calendar or day planner), palm pilot, or laptop, it is essential to keep an up-to-date calendar of all of your responsibilities. Carry it with you to all events and meetings. Most people find that keeping two different versions of their calendar is unrealistic (home and school). Keeping all of your appointments and responsibilities in one location is helpful. Some educators use a portable three column system to track the tasks that they are working on (item to begin, items in process, completed items-file) and keep them organized visually. Small sticky notes inside the cover of your planner or a composition book will work well for this.

🗁 ANNOTATED RESEARCH BIBLIOGRAPHY

❖ Overall teachers spend a significant amount of time each week outside of the normal school day both working with students and working on school-related activities without students present. These additional hours argue that defining a teacher's performance exclusively in terms of classroom instruction may be ignoring other important responsibilities that teachers are often willing to take on, such as tutoring and facilitating extracurricular activities.

Burian-Fitzgrald, Marisa & Harris, Debbi. (2004). *Giving 110%: Portrait of a Michigan teacher's work week.* Retrieved September 24, 2007, from
http://www.epc.msu.edu/publications/REPORT/report22.pdf

❖ Research on learning to teach has implications for the design of induction and mentoring programs: Giving beginning teachers difficult teaching assignments (multiple preparations, subjects out of their field, or demanding extracurricular assignments) is not only stressful for them but impedes the process of learning to teach.

Huling-Austin, Leslie. (1992). *Research on learning to teach: implications for teacher induction and mentoring programs.* Journal of Teacher Education, 43(3), p. 173-8.